**Session 6: Students’ Active versus Passive Involvement** **Read the following articles and questions, and post your responses to the discussion board.**

What is your opinion on the active versus passive involvement in reading?

I am a huge proponent of explicit instruction in active reading. Much of my day is spent teaching small groups of struggling readers. The most important skill I address with them is how to be an active reader. After years of phonics-based instruction in the lower grades, I find we have more and more sixth graders who are struggling with comprehension. They can read and entire passage but have no clear understanding of what they read. This is because they are passive readers. They are “reading” the words but they are not thinking about, questioning, or connecting with the text. As teachers, we cannot assume what goes on in our minds as we read is also going on in the minds of our students. For a large number of them, there is virtually no active thinking going on as they read. Too many have been trained to read fast and fluently with little focus on comprehension. Essentially, students need to be taught how to be active readers. The first step is explicit and extensive modeling and guided practice. We need to train them to ask questions, to make connections, to visualize, to monitor their own understanding, and to reread if necessary. My students know that, after they finish reading silently, I will look at their paper to see what kinds of connections they made or questions/comments they had. If there are none, they will be required to reread and provide evidence of active reading. In my opinion, this needs to be required in every classroom.